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Wheatcroft Primary School **Special Educational Needs and Disabilities (SEND) Information Report**

For further information please see the proposed Hertfordshire Local Offer –
<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>.

1. How does the school know if the children need extra help and what should I do if I think my child may have special educational needs?

At Wheatcroft teachers continually assess children through regular pupil progress and attainment meetings and strategies are put in place to support any gaps in a child's knowledge. When progress and attainment are significantly below age related expectations further assessment may be necessary. Sometimes it might be necessary for the school's Special Educational Needs Coordinator and outside professionals to be involved together with the child's parents.

If you believe your child may have a Special Educational Need you should arrange to meet the class teacher to discuss your concerns. Parent Consultations are a termly opportunity to talk, but it is always better to share your concerns sooner rather than leaving it. This can be done by phone or e-mail to the school office to make an appointment. [Back to Contents](#)

2. How will school staff support my child?

The class teacher is responsible for all the children in their class including those with SEND. It may be necessary for your child to receive extra support in small groups or occasionally on a one to one basis to help support any gaps in their learning. These small intervention groups could be run by the Class Teacher or Teaching Assistant. Your child may receive support through additional resources. The Special Educational Needs Coordinator may suggest the involvement of an outside specialist. Parents will be fully involved at every stage of the process. [Back to Contents](#)

3. How will I know how well my child is doing?

All parents are invited to formal consultations in Autumn and Spring terms to discuss their child's progress and all children receive an end of year report.

At other times appointments can be made for a mutually convenient time to speak in more detail to the class teacher by phoning or calling into the school office.

The Special Needs Coordinator is available to speak with all parents by appointment. If a child has Special Educational Needs, parents will be invited to all meetings with outside professionals.

For some children with SEN teachers will write a provision map, specific targets are decided on and strategies to achieve those targets laid out. This process is always discussed and shared with parents and reviewed at least each term. [Back to Contents](#)

4. How will the learning and development provision be matched to my child's needs?

Children all receive 'Quality First Teaching' from their Class Teacher, this means that work will be carefully planned and differentiated - made easier or more challenging according to your child's needs and appropriate resources will be used to support learning. Carefully planned interventions will be used where necessary. Assessment is on-going and used to plan next steps. Teachers attend Pupil Progress Meetings half termly with school leaders where progress and attainment are rigorously challenged.

We also encourage and guide children to self-select "challenging tasks" for some activities so that they are actively involved in developing their own approach to learning. [Back to Contents](#)

5. What support will there be for my child's overall wellbeing?

At Wheatcroft we promote positive relationships between parents, children and all staff at school. The class teacher has the primary pastoral responsibility for your child supported by teaching assistants and Mid-day supervisors.

All children including those with SEN are encouraged to participate in clubs. Our pupils are supervised at lunchtime by a dedicated team of Midday Supervisory Assistants (MSAs) and appropriate play equipment is available at lunchtimes.

Older children are trained as play leaders to encourage younger ones to play co-operatively together at lunchtimes.

We have specific lessons on Personal, Social, Health Education (PSHE) which focuses on aspects of emotional wellbeing.

We listen to the children's views through, class discussion, the school council and pupil questionnaires. [Back to Contents](#)

6. What specialist services and expertise are available at or accessed by the school.

As well as 'Good Quality First Teaching' and an experienced Special Needs Coordinator the school can access a range of services to support a child's learning. These services include: • Autism Advisory Team • Speech and Language Services • Educational Psychologist • School Nurse • Visual Impairment Advisor • Hearing Impairment Advisor • Specific Learning Difficulties Base • Family Worker • Children's centre • Thriving Families [Back to Contents](#)

7. What training have the staff, supporting children and young people with SEND, had or are having

Teachers and Teaching Assistants attend relevant courses to help support all children and their individual needs. The Special Needs Coordinator attends regular briefings and updates. Information, recommendations and strategies are taken back into school and implemented to support children's learning. Outside agencies and advisory teachers support school with on-going advice and recommendations. There is information about outside agencies available on hertsdirect website under the heading 'Local Offer'. [Back to Contents](#)

8. How will you help me to support my child's learning?

The school is keen to help parents support their child's learning. We have information meetings at the start of each year and additional subject specific parent meetings at different times in the year. The class teacher may also suggest ways of how you can support your child at home.

If outside agencies have been involved suggestions and programmes of study are normally provided that can be used at home.

We can talk to you as well as provide useful ideas for how to help your child at home. These may include ideas for phonics activities, reading, maths.

There are various parenting courses that are available and through Churchfield Children's centre. [Back to Contents](#)

9. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- discussions with the class teacher during parents' evenings
- during discussions with the SENCO or other professionals
- parents are encouraged to comment on their child's provision, care plan or Education, Health and Care plan
- share with the class teacher the provision map and review where new targets are set at least termly.
- The SENCo is available for further discussions and specific concerns. Appointments can be made via email or the school office.
- If a few outside professionals are involved then a CAF can be set up and a TAF to discuss particular issues and set actions to be done.
- For a few children with very complex needs an Education and Health care plan (EHCP) will be suggested. This has replaced the "Statement of Special Educational Needs" and the SENCo would advise about the process and whether it were appropriate.
- All Hertfordshire schools comply with the equality act 2010 and will make reasonable adjustments to ensure the site is accessible. [Back to Contents](#)

10. How will my child be included in activities outside the classroom including school trips?

The safety of all children on trips is paramount and for all trips from school a risk assessment is completed. Teachers visit venues before the trip happens and considers the specific needs of the children and arrangements that would need to be put in place to ensure their safety and wellbeing. For some children where other reasonable arrangements need to be considered, the parents would be involved and in some circumstances a representative of the family might accompany the trip if appropriate. [Back to Contents](#)

11. How accessible is the school environment?

All Hertfordshire schools comply with the equality act 2010 and will make reasonable adjustments to ensure the site is accessible. As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- ramps into school to make the building accessible to all.
- 1 toilet adapted for disabled users.
- wide doors in some parts of the building.
- Soundfield Provision in all classrooms. This means that all classrooms have loud speakers, the teachers use microphones when they are teaching in the classrooms to ensure that all the children can hear. [Back to Contents](#)

12. Who can I contact for further information?

In the first instance always contact your child's class teacher. The SENCo is also pleased to discuss concerns with parents. The Governing body has a SEN governor who can be contacted via the school office. At County level, the SEN Officer for East Herts can be contacted at County Hall, Hertford.

Support for parents is also available from parent Partnership (SENDIASS)

www.hertsdirect.org/parentpartnership

Whilst we would hope that problems may be dealt with by school staff, there is a Herts Complaints policy called "How to complain to your child's school - Information for parents" which can be found on www.thegrid.org.uk

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13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Starting a new school, whatever the age of the child, is an important event and we work hard to ensure that all children's transitions are as positive and as smooth as is possible.

For children joining our school at nursery, there are home visits and extra meetings so any concerns that you have can be shared with the Nursery staff.

New children are introduced to a class buddy who can look after them at playtimes and lunchtimes.

The transition arrangements that are in place for all Year 6 pupils including to secondary school visiting the school, secondary school teachers visiting the pupils here, secondary information sheets.

Some children benefit from having extra arrangements in place extra visits to some secondary schools may be arranged as well as any relevant paperwork being passed on to the next school.

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14. How are the school's resources allocated and matched to children's special educational needs?

Support for all SEN children is funded from a budget which is set by County. Within these budgetary constraints, support is allocated according to the level of need.

How the budget is spent is decided in consultation with Headteacher, senior management and SENCo. This budget pays for adult support, particular interventions as well as buying specific resources.

In exceptional circumstances additional funding can be applied for Exceptional Needs Funding for individual children. The SENCo would advise if this source were appropriate. [Back to Contents](#)

15. How is the decision made about how much support my child will receive?

In consultation with the class teacher, parents, SENCo and Head teacher it is decided what is appropriate. All support is carefully monitored and evaluated. It is important that all children develop independence and do not become over reliant on additional support. [Back to Contents](#)

16. How can I find information about the Local Authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Information about the Hertfordshire Local Authority Offer can be found at:

<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>

Wheatcroft SEND policy can be found on the school website by following this link

http://www.wheatcroft.herts.sch.uk/statutory_info.html

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If you have further questions that have not been covered by these questions, the SENCo can be contacted via email on :

senco@wheatcroft.herts.sch.uk